

**STRATEGIC SCHOOL PROFILE 2008-09****Plainfield School District**

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: Windham	Per Capita Income in 2000: \$18,706
Town Population in 2000: 14,619	Percent of Adults without a High School Diploma in 2000*: 24.4%
1990-2000 Population Growth: 1.8%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.9%
Number of Public Schools: 6	District Enrollment as % of Estimated. Student Population: 94.1%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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District Reference Group (DRG): G DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2008	2,703
5-Year Enrollment Change	3.2%

**DISTRICT GRADE RANGE**

Grade Range	PK-12
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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	847	31.3	33.7	30.3
K-12 Students Who Are Not Fluent in English	22	0.8	3.3	5.2
Students Identified as Gifted and/or Talented*	66	2.4	3.8	4.0
PK-12 Students Receiving Special Education Services in District	297	11.0	12.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	139	79.4	77.0	79.7
Homeless	3	0.1	0.2	0.2
Juniors and Seniors Working 16 or More Hours Per Week	69	22.0	21.3	19.0

\*0.0% of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	36	1.3
Asian American	45	1.7
Black	84	3.1
Hispanic	130	4.8
White	2,408	89.1
Total Minority	295	10.9

**Percent of Minority Professional Staff:** 0.0%

**Non-English Home Language:** 1.8% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 11.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The total minority population in the Plainfield Public Schools has nearly doubled in the last six years. However, nearly 90% of our student population is Caucasian. At the same time, only 2% of our students speak a language other than English at home. Therefore, in order to ensure a well-rounded education for all our students that exposes our students to different cultures and ethnicities, the district must provide opportunities to experience a rich diverse world. Each school provides school-wide, grade-wide or classroom programs to all students in the school. The programs range from African drumming to Appreciation of Diversity, a day where disabilities are explored and celebrated as what makes each of us different.

Plainfield has begun to send students to two area fulltime magnet schools, ACT – Arts at the Capitol Theater, the Science and Technology Magnet School, and the Quinnebaug Valley Middle College High School (QVMCHS). QVMCHS, which is housed at Quinnebaug Valley Community College includes the partner towns of Windham, Killingly, Thompson, Putnam, and Plainfield. This magnet school addresses the needs of our bright but disaffected and non-achieving high school students and provides students with opportunity to work and learn with students with other ethnic backgrounds.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	49.7	54.6	27.7
Writing	63.4	62.5	40.9
Mathematics	58.7	62.8	27.0
Grade 4 Reading	55.6	60.7	21.5
Writing	61.2	64.2	27.3
Mathematics	66.7	63.6	42.1
Grade 5 Reading	58.9	66.0	23.0
Writing	65.8	66.5	33.3
Mathematics	76.1	68.8	53.1
Science	50.8	58.1	19.8
Grade 6 Reading	71.1	68.9	33.7
Writing	66.1	62.2	42.9
Mathematics	69.8	68.8	35.0
Grade 7 Reading	82.1	74.9	53.5
Writing	67.8	62.9	44.6
Mathematics	65.0	66.0	33.1
Grade 8 Reading	66.7	68.4	29.7
Writing	63.5	66.5	27.1
Mathematics	56.9	64.5	23.2
Science	59.9	60.6	29.7

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	32.6	47.4	18.9
Writing Across the Disciplines	48.6	55.0	26.7
Mathematics	32.6	47.8	18.3
Science	35.1	42.8	29.0

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	37.1	36.2	48.4

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		50.6	74.5	
Average Score	Mathematics	484	507	27.1
	Critical Reading	496	503	36.4
	Writing	479	506	21.7

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	82.8	92.1	7.6
Cumulative Four-Year Dropout Rate for Class of 2008	12.8	6.6	8.8
2007-08 Annual Dropout Rate for Grade 9 through 12	3.4	2.5	12.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	62.8	84.1
% Employed (Civilian Employment and in Armed Services)	6.1	11.0

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	154.20
Paraprofessional Instructional Assistants	25.40
Special Education	
Teachers and Instructors	37.00
Paraprofessional Instructional Assistants	70.10
Library/Media Specialists and/or Assistants	5.20
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	9.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	18.00
School Nurses	7.00
Other Staff Providing Non-Instructional Services and Support	137.35

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	16.1	14.5	13.6
% with Master's Degree or Above	79.9	77.2	76.1

Average Class Size	District	DRG	State
Grade K	17.2	17.5	18.3
Grade 2	19.7	18.3	19.3
Grade 5	21.4	20.3	21.0
Grade 7	22.6	19.7	20.5
High School	19.8	19.5	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	938	981	988
Middle School	968	1,001	1,016
High School	992	1,005	1,007

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	4.1	3.9	3.3
Middle School	3.4	2.8	2.6
High School	2.1	2.6	2.4

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2007-08

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$18,091	\$6,550	\$7,521	\$7,445	\$7,522
Instructional Supplies and Equipment	\$598	\$216	\$267	\$227	\$271
Improvement of Instruction and Educational Media Services	\$1,015	\$367	\$461	\$396	\$446
Student Support Services	\$2,450	\$887	\$808	\$887	\$806
Administration and Support Services	\$3,170	\$1,148	\$1,351	\$1,294	\$1,369
Plant Operation and Maintenance	\$3,105	\$1,124	\$1,382	\$1,360	\$1,377
Transportation	\$2,505	\$833	\$649	\$667	\$644
Costs for Students Tuitioned Out	\$2,004	N/A	N/A	N/A	N/A
Other	\$276	\$100	\$152	\$166	\$151
<b>Total</b>	<b>\$33,213</b>	<b>\$12,095</b>	<b>\$12,869</b>	<b>\$12,779</b>	<b>\$12,805</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$2,645	\$958	\$1,791	\$2,153	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$8,643,922	26.0	22.1	20.5

**Revenue Sources, % of Expenditures from Source.** Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	40.4	50.6	3.8	5.2
Excluding School Construction	41.0	49.3	4.1	5.6

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### EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Plainfield Public Schools has reconfigured the schools as follows: Early Childhood Center PK-K, Moosup Elementary School 1-3, Shepard Hill Elementary School 1-3, Plainfield Memorial School 4-5, Plainfield Central School 6-8, and Plainfield High School 9-12. This configuration aids in the equitable allocation of resources. In the budgeting process, all resources are displayed as per pupil resources (e.g. supplies, textbooks) by school. Therefore it is evident to the public and the Board of Education where the resources are being spent and why. The district operates systemically in terms of academic programs. Recently, the district was awarded a federal Reading First grant. The district accepted that grant only after ensuring that the resources could be used equitably by the three schools that make up K-3. As a result, Plainfield is the only district in the state receiving this grant that has more than one school involved in the grant.

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### SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	269
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.8%

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Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	29	1.2	0.9	0.8
Learning Disability	75	3.0	3.8	3.9
Intellectual Disability	22	0.9	0.5	0.5
Emotional Disturbance	38	1.5	1.2	1.0
Speech Impairment	29	1.2	2.6	2.3
Other Health Impairment*	52	2.1	2.2	2.1
Other Disabilities**	24	1.0	1.1	0.9
Total	269	10.8	12.3	11.6

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2007-08 with a Standard Diploma	67.6	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

## STATE ASSESSMENTS

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	25.0	30.2	63.8	65.7
	Writing	13.8	19.5	64.6	64.1
	Mathematics	24.2	30.7	65.5	65.7
	Science	16.1	23.8	55.4	59.4
CAPT	Reading Across the Disciplines	2.9	14.1	32.6	47.4
	Writing Across the Disciplines	0.0	13.6	48.6	55.0
	Mathematics	9.4	15.4	32.6	47.8
	Science	2.7	10.6	35.1	42.8

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	12.4
	% With Accommodations	87.6
CAPT	% Without Accommodations	9.7
	% With Accommodations	90.3
% Assessed Using Skills Checklist		14.7

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	21	7.8

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	197	73.2	70.2	72.7
40.1 to 79.0 Percent of Time	38	14.1	14.6	16.1
0.0 to 40.0 Percent of Time	34	12.6	15.2	11.2

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The Plainfield Board of Education set four goals for the 08/09 school year: All students will attain full literacy/numeracy as measured by local, state, and national standards; All students will use technology as a learning tool; Plainfield students will respect themselves and others; and, all students will graduate high school. In order to reach those goals, a district steering committee, the Plainfield Instructional Improvement Program Committee, oversees the work of each School Leadership Team. Each School Leadership Team and grade level team determines what areas of focused improvement are needed at the school and classroom levels.

Keeping students in school was one focused strategy employed by the school district in the 2008/2009 school year. Daily student attendance increased at all levels as a result of the efforts of the school administration and the school social workers and the percent of students attending less than 90% of the year decreased significantly at both the Early Childhood Center and the high school. The number of discipline incidents was reduced by 74% at the middle school and 15% at the high school. In addition, the number of out-of-school suspensions was reduced by 90% at the middle school and 21% at the high school.

The success in using literacy facilitators in grades K – 3 has spawned the development of literacy labs for both reading and mathematics in grades 6 – 8 and 9 – 12. A literacy facilitator will be working with remedial reading and remedial mathematics teachers in grades 6 – 8 to diagnose and prescribe for individual students who scored in bands 1 or 2 in reading and/or mathematics on the CMT and will coach classroom teachers in teaching reading in the content areas. In grades 9 – 12, a reading lab and a mathematics lab will be open and staffed through out the school day. A daily writing initiative at the high school increased the percent of students performing at goal by 15%.

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